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ABSTRACT

The resource unit, developed by the University of Minnesota's Project Social Studies, is the third in a series of six units on continuity and change in American civilization. The social system of the democratic age (1820-1840) is investigated with emphasis on voluntary associations which pioneered social reforms. Changes in the executive branch under Jackson and conflicting theories about the factors which brought about the growth of democratic thought are also examined. The course is designed to teach attitudes and inquiry skills as well as generalizations and concepts. The inquiry approach to teaching is stressed. Preceding the main body of the unit are three sections on the following: 1) major historical points to be developed in the unit; 2) a list of unit objectives; and, 3) content outline showing how different topics in American history can be used to teach the unit's major generalizations. The objectives, content, teaching procedures, and instructional materials to be used are specifically explained in the main body of the unit, and the relationship among these is made clear. Specific questions to facilitate classroom discussion are listed. A bibliography of student and teacher materials to be used in the course is listed, however, many other materials can be used in lieu of those suggested. Related documents are SO 006 777-783. (Author/RM)

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Grade: Ten

Unit III: The Democratic Age,
1820's - 1840's

SO 006 780

RESOURCE UNIT

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1968

UNIT III - THE DEMOCRATIC AGE, 1820's - 1840's

Robert F. Berkhofer, Jr.

The changes that occurred in the Revolutionary period were mainly confined to the political sector, and it was not until after the War of 1812 that the other sectors showed alterations. The problem of causation is a difficult one. Undoubtedly, the forces working for transformation existed earlier, but the actual manifestations only show clearly after 1815. At least, new attitudes did not seem to become new actions in a majority of cases until that time. It was then that republicanism became democracy in a broad sense.

Although the Declaration of Independence asserted "that all men are created equal," few of the Revolutionary generation practiced such idealism. Class structure had long been the accepted rule of society, and even such a staunch republican as Thomas Jefferson was concerned about a natural aristocracy. At the same time, wide-spread property ownership in the new American nation had pushed many people into the middle class and permitted them to vote, even though the franchise was still restricted. Furthermore, the struggle for independence taught many of the lower classes in city and country to assert their rights. Yet in spite of these considerable gains, suffrage was still tied to property at the time of the founding of the United States, class-consciousness still permeated manners and meetings, and the Negro was still enslaved.

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The attempts to establish a new democratic society in line with liberal ideals took many forms. Some of the most dramatic were the utopias of the period. Quaint as they appear to modern eyes, these model communities were experiments with equality between the sexes and a more democratic economic system in the hopes of convincing the greater society to accept such reforms. Other reformers attacked the evils of society piecemeal. Temperance, penology, care of the insane, and free public education are but some of the more famous ones. All of these reforms were promoted by voluntary associations through educational literature and meetings and through political lobbying. Many analysts have maintained that such associations fit the true spirit of American society with its stress on individualism and yet the desire for belonging.

Free public education was not a new concept in American history, but its wide-spread accomplishment was. That government should intervene in the economy and lives of the people to the extent of "socialized" education needed a great deal of justification. Earlier advocates, like Jefferson, had argued that free public education was needed in a republic because in such a government all the citizens participated, hence all needed knowledge. In line with the new democratic currents, the argument of this period was that education removed the artificial barriers to opportunity. Education had traditionally been the privilege

only of the upper class. Now free public education elevated the status of all at the same time that it gave men a more equal advantage on the road to opportunity and its chief reward, economic success.

That the government should intervene in the economy for the benefit of all was but one side of the liberal state's relationship to the economic system. The other side was that the government not interfere at all. In either case, it was assumed that the government was benefiting everybody equally in their individual pursuit of wealth. State and federal government could intervene for the welfare of all in this period, in the minds of many, to subsidize transportation systems as well as education. Otherwise, government should not intervene at all, lest it be the favoritism of a few over many. Perhaps the most dramatic debate over these ideas was the rechartering of the Second Bank of the United States. The lines were not divided by party -- if real parties existed. While it is true that many anti-Jackson men favored government intervention for all, the pro-Jackson men split over the reasons for the veto. Democrats were divided whether to let speculation proceed unlimited by any governmental checks or to oppose the whole trend of the economy as encouraged by the Bank. Such an analysis depends upon the students understanding the role of the Bank in the money flow of the country as well as its influence upon economic development.

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In most courses, Andrew Jackson's name is attached to this era, but he is more the result of the dynamic forces of the time than the cause of them. In fact, he opposed many of them. His name is attached to the period more as the result of a mythical interpretation of American history than upon actual facts. Nevertheless, social changes did bring political changes in this period that made Jackson the first of a new type of president. Suffrage was liberalized to include all white men. Property was no longer a criterion, but sex and race were. With more people voting, modern type campaigns emphasizing mottoes and ballyhoo were conducted to attract votes. Personalities were stressed and campaigns became "races." The old Congressional caucus, presumed undemocratic, was superseded by nominating conventions for the selection of presidential candidates.

Andrew Jackson was the product of many of these trends, and thus he could institute the modern presidency. Considering himself elected by the people, he felt he was their representative, and as such could do many things his predecessors dared not. He used the veto on the grounds of political expediency in addition to the unconstitutionality as had been traditional. He expanded the removal power to bring the executive department into line with policies he advocated for the people. Probably the most important thing about Jackson and the presidency was not what he did while in office but how the people regarded him while holding it. They thought

of him as one of their own; they identified with him. This was the democratization of the presidential image that he bequeathed to his successors.

For years students have learned that Jackson was a product of the frontier, but such an interpretation is based upon myths about both Jackson and the frontier. Jackson was not part of the masses in spite of his climb to success through law and marriage. However, his actual status points up the real nature of the frontier. Classes continued to exist in both West and East although conceptions of their privileges changed. In both places opportunity existed to rise in rank. Jackson was a successful planter, and he duelled those who insulted his position.

In many ways the truth about the frontier has been clouded by the ideology Americans have espoused about themselves as a result of their becoming a new nation embodying eighteenth and nineteenth century liberal ideals. They believed they had created a society of social equality, democracy, and equal economic opportunity. In reality, such a utopia was not achieved. The frontier, filled by a society which believed it possessed its "emptiness," seemed particularly suited to the creation of such a society in American eyes. Hence they believed the frontier caused these characteristics, and the frontier interpretation became the favorite synthesis of American history. While comparative analysis of the East and
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The fallacy of the frontier interpretation and the merits of comparison can be seen in the religious history of the era. The standard interpretation of the shift from Congregationalism and Presbyterianism to the predominance of Methodist and Baptist denominations by 1850 is that the latter gained huge number of adherents on the frontier where their doctrines particularly appealed: but there was increase membership on the east coast, too. Obviously, their move "democratic heavens" fit in with the attitudes of all Americans regardless of location. Salvation by the individual effort as much as by God's grace appealed to the Americans of a new era unlike the omnipotent God of colonial Calvinism as can be seen in the doctrinal shifts of other religious groups in the early ninteenth century.

In teaching this period, the instructor must distinguish carefully between the myths resulting from a popular ideology and the careful analysis of institutions and attitudes. While social structure, for example, may have changed somewhat during the first half of the nineteenth century, a far profounder transformation occurred in the ideology about classes. The period of the new nation and the age of democracy was more a change in cultural values than in the actual workings and structure of society. The re-

formers' voluntary associations' greatest contribution may not have been the actual reforms but the education of the populace to new values, but the rise of these societies is also due, at the same time, to the prevalence of such a new pattern already.

CONDENSED OUTLINE
OF CONTENT

I. The attempts in the Jacksonian era to establish a new democratic society took many forms.

   A. Free public education for all was promoted to aid in the accomplishment of goals associated with social, political, and economic democracy.

   B. Peacemeal reforms such as temperance, penology, care of the insane, etc. were promoted by voluntary associations through educational literature, meetings, and political lobbying.

   C. The utopias of the period were model communities which experimented with equality between the sexes and a more democratic economic system in the hopes of convincing the greater society to accept such reforms.

   D. Religious reform and ferver were also characteristic of this era. The basic values and organization of society both affect and are affected by the religious values and organization.

   E. A new relationship between the government and the economy was advocated; it was assumed that in a democracy, the government was to benefit everybody equally in their individual pursuit of wealth.

II. Andrew Jackson took advantage of the changes in the direction of political democracy in the period to institute the modern presidency.

   A. The political changes in this period which made Jackson the first of a new type of president were:

      1. Suffrage was liberalized to include all white men; property was no longer a criterion but sex and race were. The history of democracy over the last several centuries has been one of the gradual extension of electorates by the elimination of voting qualifications on property, sex, race, creed, etc.

2. The modern type political campaigns, emphasizing mottoes and ballyhoo, were conducted to attract votes; personalities were stressed and campaigns became "races."

3. Nominating conventions for the selection of presidential candidates were used.

B. Jackson, using these trends, was aware that he was instituting a new type of presidency.

C. The interpretation of Jackson, both in his own times and since then, has varied greatly.

III. Historians have long been fascinated by this age, mainly because the American ideology of democracy supposedly stems from it.

A. Turner argued that the frontier produced American democracy.

B. Anti-Turnerians have demolished his thesis in a wide variety of fields, including politics, religion, class structure, etc.

C. Present day historians have not yet come up with a new and satisfactory interpretation of the causes of the democratic movement of this age.

OBJECTIVES

This unit should make progress toward helping students learn the following:

GENERALIZATIONS

* 1. Political scientists have long assumed that there are social conditions which society must meet before it can "make a go" of democracy; they hardly agree on what these conditions are but suggest common values, a communication system, stable society, a minimum economic well-being, etc.

2. Democracy is a political form in which the final policy-making power and all forms of political participation are open to the great number of adults in the society; in other types of political systems, policy-making and political participation are open only to a few.

   a. Democracy as a political form is based on the the general assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to the right to make this choice.

   b. The history of democracy over the last several centuries has been one of the gradual expansion of electorates by the elimination of voting qualifications.

   c. Democracy is a complicated consent and consensus system in which consent may move from government to citizens as well as fro ment.

3. The democratic ideology i values: respect for the and individual freedom, a ality, equality, justice, stitutionalism.

* 4. Freedom is culturally-det has to be taught what the goes about exercising the exercise them.

5. In political conflict the scarce values or goals; e the political system to a

6. Voluntary organizations a mobilize political power aggregates behind certain

   * a. Voluntary organizatio autonomous centers of established political help train potential relevant skills.

7. Struggle may bring toget groups. Coalitions and will result from conflic pragmatic interests of t involved.

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to citizens as well as from citizens to government.

3. The democratic ideology includes the following values: respect for the individual personality and individual freedom, and a belief in rationality, equality, justice, rule by law, and constitutionalism.

* 4. Freedom is culturally-determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.

5. In political conflict there is a struggle over scarce values or goals; each side tries to use the political system to attain its goals.

6. Voluntary organizations act to organize and mobilize political power of individuals or aggregates behind certain policy alternatives.

* a. Voluntary organizations create new and autonomous centers of power to compete with established political organizations; they help train potential leaders in politically relevant skills.

7. Struggle may bring together otherwise unrelated groups. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are involved.

8. The greatest push to improve levels of living and other reforms is more likely to come from those above the bottom strata of society than from those at the bottom.

   a. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change.

9. The more widespread the system of education, the greater the vertical mobility between classes.

10. Collective bargaining enables workers to agglomerate their bargaining power in dealing with employers.

11. Individuals know the political system as a set of images and pictures created for them by a communicator; they react to these images rather than to the real world and real people.

   a. Most political communication depends on the use of symbols, negative and positive stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of these symbolic tools.

   * b. Effective political communication depends both on technological skills and on the skills of the population (literacy or at least a common language).

12. A given culture is an integrated whole, based on fundamental postulates or values.

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   b. All institutions in a soc
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* 13. Changes in one aspect of cul
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   d. Some values are conducive
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* a. The basic values and organization of society both affect and are affected by the religious values and organization.

b. All institutions in a society are interrelated; because of this interrelationship, a change in one institution is likely to affect other institutions.

* 13. Changes in one aspect of culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

a. Culture traits may change through innovation from within.

b. Change is likely to occur more rapidly in the less basic, less emotionally charged, more instrumental or technical aspects of a culture (e.g. tools, tactics, etc.) than in such things as basic values.

c. Although culture is always changing, certain parts or elements may persist over long periods of time.

d. Some values are conducive to change; some make change difficult.

14. At any time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

a. Output can be increased by the development of tools and power to replace manpower.

b. Savings (or forgoing present consumption) are needed to obtain capital goods.

1) The money saved by individuals and put into investment banks becomes a source of investment by those who borrow the money to make capital goods.

c. Division of labor and specialization make possible increased production.

15. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though these stages may not be separated clearly form each other.

a. The transitional stage prior to rapid industrialization sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions. Most, though not all of these factors, are needed to bring about rapid industrialization.

b. During the period of rapid industrialization (or what some have called the takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.

16. Man uses his physical environment his cultural values, perceptions, of technology.

a. A place needs cheap and rapid t in order to carry on much trad places. Improved transportatio make possible wider and bigger goods as well as greater and le access to resources.

17. Government policies affect the ope the market.

a. Government policies affect allo resources.

b. Government policies may tend to increase pressures toward monop tendencies.

18. The executive is a political insti erally representative of the syste whole; it is charged with the appl public policy and with the externa of the system.

* 19. Leadership is a relationship rathe series of universal traits and cha the type of leader chosen will va to different situations.

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16. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

    a. A place needs cheap and rapid transportation in order to carry on much trade with other places. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

17. Government policies affect the operation of the market.

    a. Government policies affect allocation of resources.

    b. Government policies may tend to reduce or increase pressures toward monopolistic tendencies.

18. The executive is a political institution generally representative of the system as a whole; it is charged with the application of public policy and with the external relations of the system.

* 19. Leadership is a relationship rather than a series of universal traits and characteristics; the type of leader chosen will vary according to different situations.

20. Any decision is in part a product of the internalized values, the preceptions, and the experiences of the person making the decision.

21. Decision-making is affected by pressures from other decision-makers and from outside the government.

22. The institutions of government constitute the arena or structure within which authoritative decisions are made; they thus affect those decisions.

    a. The separation of powers is built on an assumption of political functions which cannot be separated easily in reality.

    b. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

23. Constitutions change by formal amendment and by changes in custom and interpretation.

24. A person's frame of reference affects his perceptions and interpretations.

SKILLS

1. Attacks problems in a rational manner.

    a. Identifies value conflicts.

2. Gathers information effectively.

    a. Reads for main ideas and to answer questions.

    b. Takes effective notes on reading.

    c. Takes effective notes on discussions.

    d. Takes effective notes on l

    e. Interprets graphs and char

3. Uses effective geographic ski

    a. Inter[illegible] maps.

4. Has a well-developed sense of

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    b. Generalizes from data.

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d. Takes effective notes on lectures.

e. Interprets graphs and charts.

3. Uses effective geographic skills.

a. Interprets maps.

4. Has a well-developed sense of time.

a. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

5. Evaluates information and sources of information.

a. Checks on the bias and competency of sources.

b. Compares sources of information.

1) Looks for points of agreement and disagreement among sources of information.

c. Identifies basic assumptions.

d. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

1) Looks for causative factors other than those mentioned in source of information.

6. Organizes and analyzes data and draws conclusions.

a. Tests hypotheses against data.

b. Generalizes from data.

ATTITUDES

1. Is curious about social data.

2. Respects evidence even when it contradicts prejudices and preconceptions.

3. Is sceptical of "conventional truths" and demands that widely-held and popular notions be judged in accordance with standards of empirical validation.

4. Is sceptical of the finality of knowledge; considers generalizations and theories tentative, subject to change in the light of new data.

5. Is sceptical of single-factor theories of causation in the social sciences.

6. Is sceptical of panaceas.

7. Believes in the possibilities of improving social conditions.

8. Values change as a means of achieving goals, but does not equate change with progress.

OBJECTIVES	OUTLINE OF CONTENT
A. IS CURIOUS ABOUT SOCIAL DATA.	I. The attempts in the Jacksonian era ocratic society took many forms.
A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES TENTATIVE, SUBJECT TO CHANGE IN THE LIGHT OF NEW DATA.	
G. Political scientists have long assumed that there are social conditions which society must meet before it can "make a go" of democracy; they hardly agree on what these conditions are but suggest common values, a communication system, stable society, a minimum economic well-being, etc.	
G. A person's frame of reference affects his perceptions and interpretations.	
G. Freedom is culturally-determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.	A. Free public education for all w accomplishment of goals associa and economic democracy.
G. Effective political communication depends both on technological skills and on the skills of the population (literacy or at least a common language).	1. Proponents of public educati would eliminate class barri 2. They also argued that educat a literate and informed elec

BJECTIVES

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OUTLINE OF CONTENT

I. The attempts in the Jacksonian era to establish a new democratic society took many forms.

A. Free public education for all was promoted to aid in the accomplishment of goals associated with social, political and economic democracy.

1. Proponents of public education argued that education would eliminate class barriers.

2. They also argued that education was necessary to have a literate and informed electorate.

TEACHING PROCEDURES

MATE

Initiatory Activities

1. Prepare a bulletin board (or show slides) depicting the many phases of reform prevalent in this era. Have the class look at the bulletin board carefully. Then ask this question: Why were there so many reforms in this era? Let the students speculate on possible reasons on the basis of their available knowledge.

   Now present an informal lecture on previous historical interpretations of the "reform impulse." Explain that this period is presently being studied by historians in an attempt to find a new synthesis of the forces making for reform in this era. Tell students to continue to consider the question as the unit progresses.

2. Have students do the exercise and write the essay called for in the readings on public education. Each student should read at least three of the accounts before he writes the essay.

"Selected Rea
Age."

TEACHING PROCEDURES	MATERIALS
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G. Political scientists have long assumed that there are social conditions which society must meet before it can "make a go" of democracy; they hardly agree on what these conditions are but suggest common values, a communication system, stable society, a minimum economic well-being, etc.

G. A person's frame of reference affects his perceptions and interpretations.

G. The more widespread the system of education, the greater the vertical mobility between classes.

S. Identifies basic assumptions.

S. Checks on the bias of authors.

S. Looks for points of agreement and disagreement among sources of information.

3. Discuss the students' general conclusions in their essays on public schools. Ask: What other informational sources (primary and secondary) might be consulted on public education?

G. A person's frame of reference affects his perceptions and interpretations.

S. Identifies basic assumptions.

S. Checks on the bias of authors.

S. Looks for points of agreement and disagreement among sources of information.

S. Identifies value conflicts.

A. IS CURIOUS ABOUT SOCIAL DATA.

Since there is a wide variety of resources available in any good public library, such as histories of education, debates of the pupils' own state legislature, biographies, autobiographies, DAB, etc., several students can do research papers on education. Topics might include: education of the blind, education of women, teacher institutes, education in utopian societies, Pestalozzi's followers in the U.S., the use of the Lancasterian system in the U.S., etc. This research can be followed up by either oral or written projects or both, as described in activities later in the unit.

4. Now have students read selections showing the kinds of arguments used by those opposing public education for all. Discuss the logic of the arguments. Ask: What counter argument would the supporters of public education have given to each of these arguments? Do these arguments against public education remind you of any arguments used today against certain actions by the government? If so, what? (Relate to arguments about public welfare activities.)

"Selected Re
Age."

5. Introduce the class to biographies of the leaders in various reforms. Suggest things which students should look for as they read these biographies: the reasons why this man became a reformer, the variety of reforms in which he was interested, the other reformers with whom he was associated, the socio-economic background of the reformer, the views the reformer held of men

See bibliograph

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See bibliography.

S. Reads for main ideas and to answer questions.

S. Takes effective notes on reading.

S. Takes effective notes on discussions.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Generalizes from data.

A. IS CURIOUS ABOUT SOCIAL DATA.

and society and of the relationships of man to society, etc.

If the biographies are not available, you might have students do the exercise on the DAB which is suggested in the appendix to this unit. However, have pupils use biographies if at all possible since the DAB was used so heavily in units one and two. Have the students begin to read these biographies in class so that they can be assisted in finding the book which best fits their reading level. Make certain students realize that they will be responsible for the information obtained both in class discussion and in writing at a later time. (Review note-taking skills at this time.)

See appendix.

6. Use an opaque projector to show pictures of the Utopian or model communities developed in reform America. Give brief descriptions of the ideal behind them. Perhaps read brief descriptions of these communities to the class, such as as Harriet Martineau's or De Tocqueville's description of the Shakers, Mrs. Trollope's description of Nashoba, New Harmony. Ask: Do you notice any similarities among the utopias? (agrarian setting, communal living, changed male and female roles, etc.) Was the desire to create a utopian community a new force in America? Briefly compare these communities with previous utopian movements, such as Puritanism, the Moravians, and Mennonites. Point out the new nature of the 19th century's utopias' stress on social regeneration as well as the older aim of moral regeneration. The discussion should conclude with the question: Why did so many utopian communities develop in the 1820's and 1840's? Why was the reform impulse so great? These questions should serve as a focus for the introduction to the unit.

See Tyler, Freedom's Ferment.
Bestor, Backwoods Utopia, p. 2

7. Prepare a bulletin board on Jackson as a symbol of the age which normally bears his name. Show the many phases of Jackson's life, including his military career, his presidency, his home, his wife, etc. After students have studied the bulletin board, ask: Why

G. Individuals know the political system as a set of images and pictures created for them by a communicator; they react to these images rather than to the real world and real people.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES TENTATIVE, SUBJECT TO CHANGE IN THE LIGHT OF NEW DATA.

S. Reads for main ideas.

S. Generalizes from data.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Some values are conducive to change; some make change difficult.

B. Peacemeal reforms such as temperance, penology, the insane, etc., were promoted by voluntary as through educational literature, meetings, and p lobbying.

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B. Peacemeal reforms such as temperance, penology, care of the insane, etc., were promoted by voluntary associations through educational literature, meetings, and political lobbying.

did this man become the symbol of the "Age of the Common Man"? This discussion should clarify the concept of the "common man" as well as permit discussion of the historical controversies which surround Jackson as a "symbol" of his age.

8. Have students read the section in their textbooks on the 1820-1850 period in order to gain an overview of the unit. They should concentrate on the chief reforms or changes desired rather than on the mass of specific information contained in most text sections on the period. Each student should use a textbook suited to his reading level.

American history textbooks o
differing levels of dif

Developmental Activities

9. On the basis of the overview readings, discuss: Were the changes sought by the founding fathers similar or different in nature from those sought in the Jackson era? The discussion should be aimed at bringing out the following ideas: (1) The changes of the 1770's to 1790's were mainly political, or at least, they are currently interpretated this way; the changes of the 1830's to 1840's were social in nature; (2) Since the reforms of this era were social and encompassed all social institutions, they were more pervasive and comprehensive than the political changes of the 1770's - 1790's; they also required greater adjustments at many more levels of society; (3) There was considerable feeling, even moral fervor behind these reforms, which were designed to "harmonize man with the moral order;" the rational men of the 18th century were neither

Rose, Sociology, (on volunta
associations).
Commager, Era of Reform, int
Persons, American Minds, Ch
Tyler, Freedom's Ferment.

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Rose, Sociology, (on voluntary
associations).
Commager, Era of Reform, introduction.
Persons, American Minds, Ch. 8.
Tyler, Freedom's Ferment.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Voluntary organizations act to organize and mobilize political power of individuals or aggregates behind certain policy alternatives.

G. Voluntary organizations create new and autonomous centers of power to compete with established political organizations; they help train potential leaders in politically relevant skills.

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G. Voluntary organizations create new and autonomous centers of power to compete with established political organizations; they help train potential leaders in politically relevant skills.

S. Takes effective notes on lectures.

so optimistic nor so crusading, believing that man was basically selfish and the purpose of government was to control the passions of human nature; (4) The reformers of the 19th century believed in progress; those of the 18th century believed in cyclical fluctuations of change; (5) The use of well-organized corporate voluntary associations by the social reformers was a vast change from the informal and secret groups of the earlier political era.

This last point will not be covered in most texts. The teacher may briefly explain what a voluntary association is, using present day examples to clarify the point.

10. Give an informal lecture on the use of voluntary associations as a vehicle for reform in this period. Use the temperance crusade as an example. Be as explicit as possible, using specific illustrations of techniques, propaganda, etc. Have pupils take notes. Collect these notes and make suggestions on them for improvements.

Teacher's references:
Tyler, Freedom's Ferment.
Krout, Origins of Prohibition.

G. Voluntary organizations act to organize and mobilize political power of individuals or aggregates behind certain policy alternatives.

G. Voluntary organizations create new and autonomous centers of power to compete with established political organizations; they help train potential leaders in politically relevant skills.

S. Reads for main ideas.

11. Have the students form buzz groups. They should pretend that they are leaders in the public school reform movement of the 1830's and 1840's. Have them plot how to use voluntary associations effectively in their cause. They can utilize the actual examples which they know from the reading they have been doing on education, but they should be encouraged to develop their own ideas. The purpose of this activity is to make certain that they actually understand the workings of voluntary associations, and to see if they can apply their understanding to a specific situation. After the buzz groups present their proposals to the class, discuss those devices which were actually used in the reform movement and those which were not used, either because they were impossible in light of the times or because they were simply not thought of. If necessary, the teacher can give a brief lecture on the techniques and methods actually used; he can also refer back to the source exercise in the initiatory activities (#2-3).

12. Perhaps show and discuss the film: Horace Mann. Compare the data in the film with that gained in earlier readings.

Film: Horace Mann, E.

13. If activity #3 has been used, have each student not assigned to research topics on education select one of these other reforms and investigate it for: (1) the activity carried out by voluntary associations in an attempt to gain this reform, and (2) the results produced by this reform movement. Have the students investigate these points, and tell them that they will report to the class briefly on their results in the summary discussion on reforms. Have the students make maps or charts where appropriate to show: (1) the areas of strength of their reform movement, and (2) the growth of voluntary associations.

See bibliography.

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Film: Horace Mann, E.B.F., 19 min.

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G. Voluntary organizations act to organize and mobilize political power of individuals or aggregates behind certain policy alternatives.

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S. Generalizes from data.

A. IS CURIOUS ABOUT SOCIAL DATA.

C. The utopias of the period were model commun
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democratic economic system in the hopes of
the greater society to accept such reforms.

G. Change is likely to occur more rapidly in the less basic, less emotionally charged, more instrumental or technical aspects of a culture (e.g. tools, tactics, etc.) than in such things as basic values.

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C. The utopias of the period were model communities which experimented with equality between the sexes and a more democratic economic system in the hopes of convincing the greater society to accept such reforms.

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14. If activity # 1 has been used, have the students look at the bulletin board and see if they can discover voluntary associations at work. Why were these associations used so extensively? Did they seem to suit the needs of American society? After the class discusses the point, the teacher can point out what famous analysts have said about the relationship of voluntary associations in American society to American needs.

Rose, Sociology.

15. Discuss: Were the utopias of the period just another form of voluntary association? If activity #6 was used, refer back to it. If it was not used, show the pictures here and weave them into this discussion topic. Point out in the discussion that while the utopias were voluntary associations in the beginning, their real aim was to revamp the entire social structure, not to be a mere institution within it. Such institutions as the family, the school, the community, the economic system, etc. were to be changed and the relationship among these institutions was to be changed too. This would be a good point at which to draw on what students learned in the seventh grade about sociology in order to make these points clear.

16. Have students do the exercises on New Harmony. Discuss: What was the aim of the group? the ideas of the leaders? the organization of the group? What factors sociologically speaking were missing or not accounted for by organizers, which would lead to failure of the group? What reasons have been given for its failure? Why do you think it failed? Be sure to clarify the terms: Utopian socialism and communism. Why did Owen's Declaration of Mental Independence create such a furor? (Condemned basic institutions of society: private property, organized religion, bondage of marriage ties, etc.)

"Selected Readings o
Age."

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"Selected Readings on the Democratic Age."

S. Checks on the bias and competency of sources.

G. The basic values and organization of society both affect and are affected by the religious values and organization.

G. Change is likely to occur more rapidly in the less basic, less emotionally charged, more instrumental or technical aspects of a culture (e.g. tools, tactics, etc.) than in such things as basic values.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. The basic values and organization of society both affect and are affected by the religious values and organization.

G. Change is likely to occur more rapidly in the less basic, less emotionally charged, more instrumental or technical aspects of a culture (e.g. tools, tactics, etc.) than in such things as basic values.

D. Religious reform and fervor were also characteristic of this era. The basic values and organization of society both affect and are affected by the religious values and organization.

1. Many new religious sects were founded, often using utopian communitarianism as the social organization.

17. If there are students without research topics for this unit, have each investigate one utopia to see which institutions were to be changed the most and to discover what degree of success it had. Discuss all of the sources in terms of the bias and competency of the authors.

See bibliography.

18. Show the film: Driven Westward. This film shows how the Mormons sought to establish a religious utopia. Have students look for the following as they watch the film: new modes of social living (communal living), economic arrangements (collective granaries, food rationing, etc.), reasons for opposition to the movement, idealism of leaders. Using these points as a guide, have the students prepare a short essay outside of class for the following day. Having students write these essays should make it easier to handle the discussion.

Film: Driven Westward, T.F.C., 30 min.

19. In discussing the movie on the following day, clarify the points above, especially the reasons for opposition. The movie does not really make clear the chief objection, polygamy. Discuss the reasons why this particular practice aroused so much opposition. Make certain students understand that most Americans believed in the traditional western family as the basic societal unit.

Tyler, Freedom's Ferment, Ch. 5

If a student has read a biography of one of the Mormon leaders, have him give a brief report to the class on the plan of operation for this religious utopia. If no one has read such a biography, give an informal lecture on the plan, asking the students questions so that they can compare this religious community with New Harmony. Conclude the discussion with the question: Did the religious utopias have a better chance of success than the non-religious utopias? Students can draw on their readings as well as on activities #14-15 in discussing this point.

S. Identifies value conflicts.

S. Generalizes from data.

S. Compares sources of information.

G. All institutions in a society are interrelated; because of this interrelationship, a change in one institution is likely to affect other institutions.

G. The basic values and organization of society both affect and are affected by the religious values and organization.

S. Generalizes from data.

2. There was a shift from the predominance of t
Congregationalists and Presbyterians denomin
to the newer and more democratic Methodist a
denominations.

   a. Their more "democratic heavens" appealed
   Americans, regardless of physical locatio

   b. Salvation by individual effort also fit i
   temper of the times better than the prede
   of the Calvinist denominations.

3. Unitarianism, limited mainly to New England
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from data.

2. There was a shift from the predominance of traditional Congregationalists and Presbyterians denominations to the newer and more democratic Methodist and Baptist denominations.

   a. Their more "democratic heavens" appealed to many Americans, regardless of physical location.

   b. Salvation by individual effort also fit into the temper of the times better than the predestination of the Calvinist denominations.

3. Unitarianism, limited mainly to New England intellectuals, advocated moral social reform.

20. Perhaps have students read brief accounts of: (a) the preparations made by the Mormons for their trip westward, and (b) the hardships of some of the members on this trip. Discuss: How do these readings illustrate the feelings of other Americans toward the Mormons at that time? How do they illustrate the religious fervor of the group? How does the data presented compare with that in the film which you saw?

"Selected Readings on the Demo Age."

21. Perhaps have a present-day Mormon come to class to discuss his religious beliefs and compare them with those of the early Mormons of the period under study.

22. Using a wide-reading program, have the students read on the religious trends of the first half of the 19th century. (Do not use textbooks at this point, since most text accounts on this subject are scant and inaccurate.) Have at least some students read Peter Cartwright's account of the revival of religion on the frontier. As the students read and take notes, have them concentrate on this question: Was the Mormon combination of religious fervor and social ferment typical of this age?

Use histories of various churc (Methodists, Baptists, Un tarians).

Use encyclopedias.

Tyler, Freedom's Ferment.
Ogg, Reign of Andrew Jackson.
MacDonald, Jacksonian Democra
"Selected Readings on the Demo Age."

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S. Interprets graphs.

G. The basic values and organization of society both affect and are affected by the religious values and organization.

S. Checks on the bias and competency of sources.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Generalizes from data.

G. The basic values and organization of society both affect and are affected by the religious values and organization.

23. Use an opaque projector to show the graphs (Figures 5,6,31,32) in Gaustad. Using the population figures in Historical Statistics, discuss the growth of the Evangelical churches in relation to the population growth. (A student or group of students could prepare these graphs for bulletin board use and explanation, showing the comparative growth of population and the growth of the churches.)

Gaustad, Historical At
ligions in Americ
Historical Statistics.

24. Use examples from a wide variety of denominations (Congregationalists, Methodists, Baptists, Presbyterians, Unitarians) to discuss the religious changes which took place in this era of social reform. Be certain to discuss the tremendous growth of the evangelical churches in the East as well as in the West, the stress they placed on individual salvation, the development of organizational apparatus (use of voluntary associations), as well as the implications which their religious ideas had for social behavior and action. Also be sure to discuss the changes which occurred within the Congregational and Presbyterian churches. Conclude with this question: Why did evangelical religion grow so rapidly in this period?

Sweet, Story of Religi
Ch. 17 (use with c
the author uses t
bias interpretati

Persons, American Mind

25. Discuss: Were the social reform leaders influenced by evangelism? The class, with the data it has from biographical reading, can do an analysis of the religious backgrounds of the most prominent leaders, other than the founders of religious utopias. The analysis will show that most of them (except for the specific leaders of evangelical movements) were intellectuals and usually connected with Unitarianism, rather than the evangelical religions. At this point, it would be wise to deal with Unitarianism, its social philosophy, and its implications for social reform and action. While the leaders of many of the reform movements were Unitarians, it was a small movement. (Use graphs in activity #23). No studies have been done of the rank and file, but since evangelism was so prevalent, they probably were of this group if they were religious. (Of course the temperance societies of many of the churches meant that at least that movement was heavily influenced by the evangelical churches.)

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Gaustad, Historical Atlas of Religions in America.
Historical Statistics.

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Sweet, Story of Religion in America, Ch. 17 (use with care, since the author uses the frontier bias interpretations.)

Persons, American Minds, Ch. 9.

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it would be wise to deal with Unitarianism, its social
and its implications for social reform and action. While
of many of the reform movements were Unitarians, it was
ement. (Use graphs in activity #23). No studies have
the rank and file, but since evangelism was so prevalent,
y were of this group if they were religious. (Of
emperance societies of many of the churches meant that at
ovement was heavily influenced by the evangelical churches.)

A. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.

A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS, BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

S. Reads for main ideas.

S. Generalizes from data.

G. A given culture is an integrated whole, based on fundamental postulates or values.

26. Perhaps have all students read Dorothea Dix's statement to the Massachusetts legislature in which she attacked conditions in the asylums and alms houses. Any student who has read a biography of Dorothea Dix should tell the class something about her and her other reform concerns. Point out that the year after this statement to the legislature, the legislature passed a bill to improve the conditions. (Or include this Dix statement among those which may be read for activity #27.)

"Selected
Age."

27. Have the students read further on the reform movements of the period. If all the students have been reading for their research papers on education, or if they have been reading a reform leader's biography, give them an opportunity now to read on other reform topics. Consult the bibliography, since this reading will have to be determined on an individual basis. Make certain the students have done enough reading so that activities #28, 31 and 32 are possible.

See bibli
"Selected
Democ

28. Discuss: Did the reformers who worked within the established community, as opposed to those who set up new communities, seek to reform as many facets of society as the utopians did? (Use students' reading to discuss the many types of social reform proposed, especially those not discussed such as penology, peace movement, slavery, etc.)

"Selected
Democ

Perhaps have pupils read one of the excerpts from Emerson or Greeley or Parker to help them understand the widespread nature of the reforms desired as well as the leaders' perception of the role of reform in their society. (In many ways, while they sought piecemeal reforms, there were few facets they did not hope to change, and often the leaders, at least, switched from one to another reform.)

students read Dorothea Dix's statement to the Mass- ture in which she attacked conditions in the houses. Any student who has read a biography of uld tell the class something about her and her cerns. Point out that the year after this state- lature, the legislature passed a bill to improve (Or include this Dix statement among those which activity #27.)	"Selected Readings on the Democratic Age."
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A. IS CURIOUS ABOUT SOCIAL DATA.

G. Most political communication depends on the use of symbols, negative and positive stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of these symbolic tools.

G. The greatest push to improve levels of living and other reforms is more likely to come from those above the bottom strata of society than from those at the bottom.

S. Interprets charts and maps.

S. Generalizes from data.

G. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change.

29. Perhaps play recordings of some of the early suffragette or temperance songs.

Recordings: Folkways

30. Discuss: How widespread was the participation in the reform movements? (Draw on the wide reading of the students to have them draw conclusions about the nature of popular support for the movements as well as the leadership of the movements.) Perhaps have the students make a chart, showing the social-economic backgrounds of the leaders, their geographical origin, etc. (They will tend to be upper middle-class, and an abundance of New Englanders will be included.) Or project the maps in Tyler showing the location of the communities. Also use the maps and charts relating to the geographical and numerical distribution of membership in the voluntary associations, made by the students in activity #12. The class should certainly consider the question of the southern states and the reform movement.

Tyler, Freedom

31. Discuss: Who opposed reform? Why? (Draw on the research reading of the students to discuss the groups or individuals who actively fought reform. Again see if the students can draw any conclusions about the nature of the opposition leaders as well as the popular support of the status quo.) Perhaps make a chart of the socio-economic origins of the opponents, their geographical distribution, etc.

dings of some of the early suffragette or

Recordings: Songs of the Suffragette, Folkways Records.

spread was the participation in the reform
on the wide reading of the students to have
ions about the nature of popular support for
well as the leadership of the movements.)
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ds of the leaders, their geographical origin,
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Tyler, Freedom's Forment, p. 113.

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o discuss the groups or individuals who actively
gain see if the students can draw any conclusions
of the opposition leaders as well as the popular
atus quo.) Perhaps make a chart of the socio-
of the opponents, their geographical distribution,

S. Generalizes from data.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

S. Generalizes from data.

G. Output can be increased by the development of tools and power to replace manpower.

G. Division of labor and specialization make possible increased production.

G. Collective bargaining enables workers to agglomerate their bargaining power in dealing with employers.

G. At any time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor and capital goods), by the level of technology, and by the efficiency of the organizational structure.

S. Checks on the bias of sources.

E. A new relationship between the government was advocated; it was assumed that in a de government was to benefit everybody equall individual pursuit of wealth.

1. If the government should intervene in t should be for the welfare of all, such the transportation system and education

2. Generally, however, the government was vene to favor a few over the many.

E. A new relationship between the government and the economy was advocated; it was assumed that in a democracy, the government was to benefit everybody equally in their individual pursuit of wealth.

1. If the government should intervene in the economy, it should be for the welfare of all, such as to subsidize the transportation system and education.

2. Generally, however, the government was not to intervene to favor a few over the many.

32. Hold a discussion to focus students' attention on the economic aspects of the society which the reformers were reacting to in order to prepare them for the next series of activities. Perhaps the discussion can best be centered on this question: Were the reformers attacking the economic sector of their society as well as the social organization sector? Drawing on previous activities, discuss the move toward utopian socialism, the attack on private property and free enterprise,as well as the general distaste of industrialism revealed in the hopes of pastoral utopias.

33. Tell students that they are going to look at some of the new economic conditions to find out why they came under attack. Have each student read one of the selections on conditions among workers in the early factories of the United States. Discuss: How had the production of non-agricultural goods changed since colonial days? Why might some of the reformers have attacked these conditions? Why do you think some of the workingmen began to organize early labor unions?

"Selected Reading
Age."

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s have attacked these conditions? Why do you think some
ngmen began to organize early labor unions?

"Selected Readings on the Democratic Age."

G. Savings (or forgoing present consumption) are needed to obtain capital goods.

G. Some values are conducive to change; some make change difficult.

G. A place needs cheap and rapid transportation in order to carry on much trade with other places. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though these stages may not be seperated clearly from each other.

3. Since this was the period in which the "p
to the takeoff" into industrialism were t
this new economic governmental policy was
important.

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physical environment
is cultural values,
and level of tech-

the kind of economic
ties usually go through
ame stages of economic
though these stages may
ted clearly from each

3. Since this was the period in which the "pre-conditions to the takeoff" into industrialism were taking place this new economic governmental policy was most important.

34. Have the students do the exercise on descriptions of Americans "pursuing wealth." After the students have completed the exercise, discuss the competency of the witnesses. Then ask: Was the pursuit of wealth incompatible with the tremendous idealism displayed in the reform movements? (Various aspects of this question can be discussed, but be certain ultimately that the students understand that the "pursuit of wealth" was an ideal, too, that economic well-being and achievement would raise everyone who worked hard to middle class status. Thus economic and social opportunity would exist for good "work-oriented" Americans.) Ask: Was the pursuit of wealth new in America? Was the capitalistic theory new? (Compare these ideas with those of the early colonists.)

"Selected Readings Age."

35. Have each student read one of the selections on steamboats, canals, or railroads. Discuss: What effects would these improved transportation facilities have upon the country?

"Selected Readings Age."

36. Now ask: If capitalism and the pursuit of wealth were not new in America, what was new in the economic sector? Discuss the dynamic changes in the economy (shown in the documents in relation to canals, road, railroads), as well as the attitudes of the people toward business and change. Explain Rostow's theory about the "preconditions for the takeoff." Relate what they have just discussed to Rostow's theory. End this discussion with the question: Were all Americans willing to accept change? (From their previous knowledge of utopias, etc., the students should be able to discuss this question intelligently.)

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"Selected Readings on the Democratic Age."

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"Selected Readings on the Democratic Age."

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G. The transitional stage prior to rapid industrialization sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions. Most, though not all of these factors, are needed to bring about rapid industrilization.

G. During the period of rapid industrialization (or what some have called the takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.

S. Tests hypotheses against data.

4. The most dramatic debate over these ide
chartering of the Second Bank of the U

G. A place needs cheap and rapid transportation in order to carry on much trade with other places. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

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o the establishment of banks
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to bring about rapid in-
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eriod of rapid industriali-
what some have called the
e), there is an emphasis
logical development, in-
capital goods, and the de-
new industries.

heses against data.

4. The most dramatic debate over these ideas was the re-chartering of the Second Bank of the United States.

ds cheap and rapid transpor-
rder to carry on much trade
places. Improved transportation
make possible wider and bigger
goods as well as greater and
access to resources.

37. Have students re-skim their texts to see if they find in this period the "pre-conditions for the takeoff," which Rostow claims was present. Discuss briefly what they find. (However, leave the discussion of the Second Bank of the U.S. until later in the unit. At this point, only relate the Bank to Rostow's theory and the debate over it to the reformers' economic ideas.)

U. S. history textbooks of vari reading levels.

38. Using an opaque projector, the teacher or several students can show graphically the growth of technological improvements such as canals, roads, railroads as well as the growth of population and area settled. Location of new industries can also be shown and discussed.

Lord and Lord, Historical Atlas of the U. S.

G. In political conflict there is a struggle over scarce values or goals; each side tries to use the political system to attain its goals.

G. Government policies affect allocation of resources.

G. Government policies may tend to reduce or increase pressures toward monopolistic tendencies.

G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

S. Reads for main ideas and to answer questions.

S. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

II. Andrew Jackson took advantage of the changes in the direction of political democracy in the period to institute the modern presidency.

39. Hold a discussion on the following question to introduce the political sector of this unit. What role did the people think the government should play in encouraging reform movements and technological improvements? Drawing on the students' knowledge, discuss the attitudes toward government action which they found in their individual reading on reform movements for both state and national levels. The students who have read on public education, temperance, penal reform, etc. can discuss the ways in which their reform groups attempted to influence and obtain governmental action, state and national, for their cause. (Be certain to point out that they have greater success at state levels in the North and West but not the South, and very little success with the Federal government.) Ask: Could the arguments against public financing of education apply equally well to canals and roads? The discussion can bring out the differences and similarities between the two issues as well as the attitude toward state action as opposed to Federal government action.

40. As a follow-up discussion and to introduce additional reading, have the students compare governmental action in social and economic fields in the "Republican Age" with the 1830's and 1840's. An attempt to do this will make the students realize they need more knowledge of political action in the 1830's and 1840's if they are to make a satisfactory [illegible].

U. S. textbooks of
levels.
Brown, The Hero and

The students should be asked to consider this question as they read: Did this era differ significantly in political policies, political power, and political action from the earlier age? The students should read either Brown or the text materials to gain an overview of this section.

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encouraging reform movements and technological im-
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U. S. textbooks of varied reading levels.
Brown, The Hero and the People.

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itical action from the earlier age? The students
ther Brown or the text materials to gain an overview
n.

S. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

G. The democratic ideology includes the following values: respect for the individual personality and individual freedom, and a belief in rationality, equality, justice, rule by law, and constitutionalism.

G. Democracy is a political form in which the final policy-making power and all forms of political participation are open to the great number of adults in the society; in other types of political systems, policy-making and political participation are open only to a few.

G. Democracy as a political form is based on the general assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to the right to make this choice.

S. Compares sources of information.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

A. The political changes in this period which made Jackson the first of a new type of president were:

41. Discuss: Why is this period called the "Democratic Age" and the previous one called the "Republican Age"? This discussion should center on the terms "republican" and "democratic" as used both by the people who lived in these periods and by Americans today. Particular attention should be given to the question of the source of political power, that is the freeholder concept of the Republican age and the universal white male suffrage of the later period. This question should be raised: Is this switch in power base significant? Be certain to discuss the various interpretations on the reasons for and importance of this shift. Perhaps have the students read the Memorial of the non-freeholders of Va.

"Selected Readings on
mocratic Age."

42. Ask students to reread and compare Brown and their text to see if they can spot different interpretations of this era. Discuss the possible reasons for the difference in interpretations on such issues as suffrage, the bank, Jackson's use of presidential power, "democracy," "republic," the American system and the frontier. (Have each student prepare a worksheet making these comparisons before the discussion begins.)

Brown, The Hero and
pp. 1-57.
U. S. textbooks of v
levels.

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read and compare Brown and their text to see if rent interpretations of this era. Discuss the or the difference in interpretations on such , the bank, Jackson's use of presidential power, olic," the American system and the frontier. prepare a worksheet making these comparisons ion begins.)	Brown, The Hero and the People, pp. 1-57. U. S. textbooks of varied reading levels.

A. IS SCEPTICAL OF "CONVENTIONAL TRUTHS" AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

S. Is wary of generalizations based on insufficient evidence.

S. Checks on the bias of sources.

S. Reads for main ideas.

G. The history of democracy over the last several centuries has been one of the gradual expansion of electorates by the elimination of voting qualifications.

1. Suffrage was liberalized to include all property was no longer a criterion but were. The history of democracy over th centuries has been one of the gradual e electorates by the elimination of votin on property, sex, race, creed, etc.

2. The modern type political campaigns, em mottoes and ballyhoo, were conducted to personalities were stressed and campaig "races."

3. Nominating conventions for the selectio candidates were used.

1. Suffrage was liberalized to include all white men; property was no longer a criterion but sex and race were. The history of democracy over the last several centuries has been one of the gradual extension of electorates by the elimination of voting qualifications on property, sex, race, creed, etc.

2. The modern type political campaigns, emphasizing mottoes and ballyhoo, were conducted to attract votes; personalities were stressed and campaigns became "races."
3. Nominating conventions for the selection of presidential candidates were used.

43. Have the students read additional materials, trying to be alert always to the general interpretations of the author, on the political changes of this period. They can read in detail on any one of a number of topics: suffrage extension, political conventions, patronage, presidential power, governmental policy towards banks, governmental policy toward social welfare, etc. The reading can be diverse, as there are many materials available. Tell students to be prepared to discuss their reading as the subjects come up in succeeding activities.

See bibliography.
U. S. textbooks of varied levels.

44. You might like to play several election campaign songs of this period, such as a song for Jackson in 1828 and one against Van Buren in 1836.

Recordings: Election Son
U. S., Folkways.

read additional materials, trying to be alert ral interpretations of the author, on the political riod. They can read in detail on any one of a suffrage extension, political conventions, patron- power, governmental policy towards banks, govern- rd social welfare, etc. The reading can be diverse, materials available. Tell students to be prepared eading as the subjects come up in succeeding	See bibliography. U. S. textbooks of varied reading levels.
play several election campaign songs of this period, Jackson in 1828 and one against Van Buren in 1836.	Recordings: Election Songs of the U. S., Folkways.

C. Struggle may bring together otherwise unrelated groups. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are involved.

S. Generalizes from data.

B. Jackson, using these trends, was aware that he wa instituting a new type of presidency.

1. He used the veto power on the grounds of polit expediency in addition to the traditional unco sxitutionality.

2. He expanded the removal power to bring the exe into line with policies he advocated for the p

3. The people identified with Jackson, thinking o as one of their own, thus leading to the democ of the presidential image.

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B. Jackson, using these trends, was aware that he was instituting a new type of presidency.

1. He used the veto power on the grounds of political expediency in addition to the traditional unconstitutionality.

2. He expanded the removal power to bring the executive into line with policies he advocated for the people.

3. The people identified with Jackson, thinking of him as one of their own, thus leading to the democratization of the presidential image.

45. Have a group of students prepare a "You are There" type production on the inauguration of Andrew Jackson.

Brown, Hero and the People.
Lorant, The Presidency.

46. Have one or two students prepare a series of charts (for bulletin board use) on the elections of 1832, 1836, 1840, and 1844, utilizing the same pattern found in Brown, p. 26. Have them consider whether the pattern of political alignment which Brown claims existed in 1800 and 1828 continued through the succeeding elections. Have them speculate on why the pattern did or did not continue. Have them report to the class on their results and speculations.

Historical Statistics.
Lorant, The Presidency.

47. Using the reading in activities #43-44, hold a discussion on the attitudes, techniques, political innovations, and popular support of the Jackson party. (Be certain to consider these points: (1) Was the Jackson party a new force in politics or a continuation of the [illegible]? (2) Did Jackson, the hero, act as a coalecsing agent for disparate forces? (3) What methods and techniques did the Jackson partymen use that were not used in the 1790's? (4) Did the party outlast its namesake? (Refer to activity #46 here.) (5) Did the strength of the Jackson men force the Whigs to unite?)

G. Most political communication depends on the use of symbols, negative and positive stereotypes, and other communication short-cuts; effective communication depends on the effective manipulation of these symbolic tools.

S. Generalizes from data.

S. Generalizes from data.

G. The separation of powers is built on an assumption of political functions which cannot be separated easily in reality.

G. Democracy is a complicated consent and consensus system in which consent may move from government to citizens as well as from citizens to government.

G. Decision-making is affected by pressures from other decision-makers and from outside the government.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

48. Have a group of students do an analysis of the election campaigns of 1828 and 1840 as to: types of propaganda, total votes cast by states (taking into account the population increase and the new states), voter pluralities by states, and issues. Have them present their findings to the class.

Van Deusen, The Jacksonia
Lorant, The Presidency.

49. If activities #46-48 have been used, have the students write an essay discussing current day political techniques and methods which appear to be an outgrowth of the Jacksonian era.

50. Have the students re-read the text sections and Brown on the second U. S. Bank. Additional reading may be assigned, also. Perhaps have some students use the DAB to look up the chief figures in the bank war such as Jackson, Biddle, Taney, Benton, Clay, and Webster.

U.S. textbooks of varied levels.
Brown, The Hero and the pp. 35-51.
Leopold and Link, Problem pp. 254-273.
American Heritage, VII, 10 ff.
Ogg, Reign of Andrew Jac
Van Deusen, Jacksonian E
Amherst pamphlet.
Dictionary of Am. Biogra

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Van Deusen, The Jacksonian Era.
Lorant, The Presidency.

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U.S. textbooks of varied reading levels.
Brown, The Hero and the People, pp. 35-51.
Leopold and Link, Problems in Am. Hist., pp. 254-273.
American Heritage, VII, No. 4, pp. 9-10 ff.
Ogg, Reign of Andrew Jackson, Ch. 10.
Van Deusen, Jacksonian Era, Ch. 4.
Amherst pamphlet.
Dictionary of Am. Biography.

G. The money saved by individuals and put into investment banks becomes a source of investment by those who borrow the money to make capital goods.

G. Government policies affect the operation of the market.

G. Leadership is a relationship rather than a series of universal traits and characteristics; the type of leader chosen will vary according to different situations.

G. Constitutions change by formal amendment and by changes in custom and interpretation.

G. The executive is a political institution generally representative of the system as a whole; it is charged with the application of public policy and with the external relations of the system.

51. Discuss: Why was Jackson able to make the second U. S. Bank such a blatant example of monopoly power? In addition to discussing the usual historical questions such as the operation and power of the bank as well as reasons for opposing it, be certain to consider the question of the role of credit in relation to investment in the period. Rostow's theory can be reviewed. Discuss the question of the proper role of government in relation to the economy as it was argued in this period.

52. As a follow-up to activity #51, have students re-read the key documents of the positive vs. negative liberal state argument in Brown (J. Q. Adams, pp. 13-15; Jackson's Maysville veto, pp. 27-33; Jackson's bank veto, pp. 34-51.) Make certain that students understand the difference between the two positions on the liberal state as well as what the liberal state itself means, as opposed to the mercantile or paternal state. (Perhaps read aloud brief quotations from Benson.) Ask: What implications does the negative vs. positive state argument have for social legislation, i.e., schools?

Brown, The Hero and the People.

Benson, Concept of Jacksonian Democracy, pp. 94-103.

53. Discuss: Did Jackson have presidential precedents for his actions against the second U. S. Bank? Hold a full discussion of presidential power, comparing Jackson's theories and actions with those of Washington, Adams, and Jefferson. In addition to considering the roles played by the four presidents, consider the question of whether the electorate of the Jackson era expected the president to fulfill a different role from that expected by the electorate of an earlier era.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

G. The institutions of government constitute the arena or structure within which authoritative decisions are made; they thus affect those decisions.

G. Democracy is a complicated consent and consensus system in which consent may move from government to citizens as well as from citizens to government.

G. Decision-making is affected by pressures from other decision-makers and from outside the government.

G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency and diversity.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

54. Have the students read their text and/or Brown to see if Jackson's actions in the nullification crisis are in accord with his theories of presidential power discussed in activity #53.

U.S. textbooks of varied reading levels.
Brown, The Hero and the People, pp. 58-70.

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION IN THE SOCIAL SCIENCES.

S. Looks for causative factors other than those mentioned in source of information.

S. Compares sources of information.

S. Checks on bias and competency of sources.

G. A person's frame of reference affects his perceptions and interpretations.

S. Compares sources of information.

C. The interpretation of Jackson, both in his own ti since then, has varied greatly.

1. In his own day, reactions to Jackson were gene marked; he was either admired or despised.

2. To the Turnerians, Jackson was a product of th which was the democratizing force in American history.

3. Anti-Turnerians have argued that the frontier was a mythical image.

4. Modern day historians have a wide variety of i pretations of Jackson.

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1. In his own day, reactions to Jackson were generally marked; he was either admired or despised.

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3. Anti-Turnerians have argued that the frontier Jackson was a mythical image.

4. Modern day historians have a wide variety of interpretations of Jackson.

Or have a group of students prepare a "You Are There" type production of the Senate debate on the Force Bill in 1833.

Van Deusen, Jacksonian Era.
Ogg, Reign of Andrew Jackson.
MacDonald, Jacksonian Dem.

Brown, Hero and the People, pp. 68-69.

55. Have the class or a group of students read a wide variety of interpretative essays on Jackson. Discuss this question if the class has done the reading or have the group present a panel on the question: Why has Jackson been interpreted in so many different ways? If the group presents this panel, have the other members read Brown's discussion before the panel is presented.

Borden, America's Ten Greatest Presidents, pp. 81-112.
Hofstadter, American Political Traditions.
Binkley, Jacksonian Democracy, Myth or Reality.
Amherst pamphlet.
Dictionary of American Biog.
Brown, Hero and the People, pp. 20-26, 51-57.

56. Perhaps show the film Old Hickory and have pupils analyze it in terms of its interpretation of Jackson. You could use this film as an introduction to the discussion in activity #55.

Film: Old Hickory, United World Artists, 17 min.

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION IN THE SOCIAL SCIENCES.

S. Looks for causative factors other than those mentioned in source of information.

S. Compares sources of information.

S. Checks on bias and competency of sources.

G. A person's frame of reference affects his perceptions and interpretations.

S. Generalizes from data.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

S. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

III. Historians have long been fascinated by this age, ma
because the American ideology of democracy supposedl
stems from it.

A. Turner argued that the frontier produced American

B. Anti-Turnerians have demolished his thesis in a v
variety of fields, including politics, religion,
structure, etc.

C. Present day historians have not yet come up with
and satisfactory interpretation of the causes of
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III. Historians have long been fascinated by this age, mainly because the American ideology of democracy supposedly stems from it.

A. Turner argued that the frontier produced American democracy.

B. Anti-Turnerians have demolished his thesis in a wide variety of fields, including politics, religion, class structure, etc.

C. Present day historians have not yet come up with a new and satisfactory interpretation of the causes of the democratic movement of this age.

57. Have a group of able students read the collection The Frontier in American History. Have them report to the class on the attacks on and affirmations of Turner's thesis. For the day of the report, have the class re-read Brown, pp. 20-24, 51-57. After the report, hold a discussion on the forces which influence historians to view the same era in a variety of different ways.

Billington, ed., The Frontier Thesis.
Brown, The Hero and the People pp. 20-24, 51-57.

Culminating Activities

58. Discuss: How much reform (political, social, and economic) was achieved in this period? Discuss the actual achievements versus the goals of the political and social reformers of this period. Point out that it is very difficult to measure change in some areas (i.e. social structure, ideology, etc.). Be certain that the students realize that popular acceptance of some of the social and political goals themselves, even without their achievement, would be a very significant change. Ask: Did Americans go beyond a commitment to republicanism to a commitment to democracy in the political and the economic sphere? Why would such a change in commitment be of major importance even though democracy may not have been attained completely?

S. Generalizes from data.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.

S. Generalizes from data.

G. Culture traits may change through innovation from within.

S. Generalizes from data.

S. Checks on bias and competency of sources.

S. Compares sources.

59. Discuss: Should this era be named after Jackson? Did he mold it? Was he the best symbol of his age? This discussion should be used to weld together the various trends of this era: social, religious, economic, and political. It should also provide an opportunity to review the various interpretations and theses about the age discussed in the unit.

60. Discuss: Why were Europeans, as evidenced in the source exercises, so captivated with viewing America in this period? (Discussion should center about the factors of American life which interested the foreign travelers: democracy, economic growth, social reform, particularly utopias and education, religious diversity, and the so-called "American character.") Ask: Had America truly become the "beacon of the West," the model for the rest of the world, as the founding fathers had hoped?

61. Give a unit test and discuss it in class. Include test items on evaluating skills.

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Key to Reading Level

* Easy reading for 10th graders
+ Somewhat above average difficulty
++For only best readers
Other books of average difficulty

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APPENDIX

Social Democracy in the Jacksonian Era

Read in the DAB on one of the following people. Find answers to the questions listed below.

Dorothea Dix	Lucretia Mott
Sarah Margaret Fuller	Susan B. Anthony
Theodore Parker	Amelia Bloomer
William Ellery Channing	James Russell Lowell
Henry Barnard	William Lloyd Garrison
Horace Mann	DeWitt Clinton
Henry David Thoreau	Robert Owen
Elijah P. Lovejoy	Albert Brisbane
Horace Greeley	Joseph Smith
John Humphrey Noyes	Brigham Young
Orestes Brownson	Samuel Gridley Howe
Frances Wright	Thomas Dorr
Sylvester Graham	Lucy Stone

Questions:

1. How does your figure reflect this age of reform?
   a. Did he believe in political reforms?
   b. Did he favor social reforms? If so, which ones and why?
   c. Did he favor economic reforms? if so, why?
   d. Did he favor religious reforms? Why?

2. Is your figure a dynamic person?
   a. Did he have a single-interest or many interests?
   b. Was he well-educated or self-taught? Did he oppose or favor educqtion?
   c. Where did he grow up? To what social class did his parents belong? Did his home environment affect the way he thought?
   d. Where did he live his mature life? To what social class did he belong? How did he earn his living? What were his relationships with the leaders of the day? With whom did he usually associate?

3. Why do you think this person was included on this list?